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ABSTRACT

This four-part document presents the findings of three follow-up studies conducted by Central Virginia Community College (CVCC): (1) a survey of 1975-76 graduates to determine their current employment and educational activities and their opinions of CVCC experiences; (2) a survey of students who attended the college in spring 1976 but did not return for the following fall or winter terms, utilizing an instrument similar to that of the graduate survey; and (3) a survey of former community services students to determine their satisfaction with non-credit programs. Response rates for the three surveys were 70% (207), 54% (199), and 67% (67), respectively. Of the graduates and former students in regular programs, 67.5% were employed, 44.3% in their field of study. Of the 41.9% attending college, 34% had transferred to other schools, and 7.9% had returned to CVCC. Technical and academic instruction and grading received "good" evaluations, while counseling and faculty advice were ranked "fair." Community service students gave high positive rankings to instruction, and expressed satisfaction with course difficulty, class pace, use of instructional examples, and class size. The findings are presented in three separate reports which include the questionnaires and tabulated data. They are preceded by a summary report. (RT)

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LYNCHBURG, VIRGINIA

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COMBINED REPORT OF GRADUATES, FORMER CREDIT STUDENTS, AND COMMUNITY SERVICES STUDENTS FOR 1976

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JC 770 432

Research Report No. 4-77

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CENTRAL VIRGINIA COMMUNITY COLLEGE
Lynchburg, Virginia

COMBINED REPORT OF GRADUATES, FORMER CREDIT STUDENTS, AND COMMUNITY SERVICES STUDENTS FOR 1976

May, 1977

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ACKNOWLEDGEMENT

The assistance and cooperation of members of the administrative staff and faculty, clerical personnel, and the College's computer center are recognized and appreciated. Most importantly the cooperation of the 1975-76 graduates and the 1976 former students and community services students in responding to the various surveys is sincerely appreciated.

Executive Summary

The 297 students who graduated from Central Virginia Community College during 1975-76 were surveyed to determine their present employment and educational activities. Additionally, they were requested to express their opinions of selected CVCC experiences. A total of 207 graduates (70%) responded to the survey.

In addition, 367 curricular students who were in attendance during the Spring Quarter of 1976, but did not return either the Fall Quarter of 1976 or the Winter Quarter of 1977 were surveyed and asked to respond to a similar set of questions as those administered to the graduates. A total of 199 former students (54%) responded to this survey.

In order to provide a more complete picture, 100 former community services students who had attended non-credit programs during the Fall Quarter of 1976 were also surveyed to determine the degree of student satisfaction with these programs. A total of 67 former students (67%) responded to this survey.

Of the 269 combined graduates and former credit students in the University Parallel programs (Associate in Arts and Associate in Science Degree programs), 164 responded (61%).

70.7% are continuing their education

- 59.8% transferred on a full-time basis
- 9.1% transferred on a part-time basis
- 1.8% returned to CVCC part-time

There were 273 combined graduates and former credit students in the Associate in Applied Science (Occupational) Degree programs. Of these, 166 responded (60.9%).

86.1% are employed

- 67.5% are employed in their field of study
- 18.7% are employed in other fields

In addition:

21.0% are continuing their education

- 9.6% are attending college full-time
- 11.4% are attending college part-time

There were 122 combined graduates and former credit students in the certificate and diploma programs. Of these, 76 responded (62.3%).

77.6% are employed

55.3% are employed in their field of study
22.4% are employed in other fields

In addition:

25.0% are continuing their education

15.8% are attending college full-time
9.2% are attending college part-time

The responses to the questions regarding their experiences at CVCC varied little from group to group, as shown in the ratings below:

	Shop and Laboratory Instruction	Academic Instruction	Counseling	Advising	Grading
AA & AS Degree	3.1	3.2	2.7	2.8	3.0
AAS Degree	2.9	3.1	2.5	2.7	3.0
Certificate	2.9	3.1	2.8	2.9	3.0
ALL	3.0	3.1	2.6	2.8	3.0

where 1= Poor
2= Fair
3= Good
4= Superior

Shop and Laboratory Instruction, Academic Instruction, and Grading all received solid "good" ratings. Faculty Advising and Counseling were rated slightly lower than "good".

A more detailed analysis of the results of these surveys is included in the body of the report.

In regards to the former community services students survey, the respondents almost universally indicated a high positive level of agreement with the survey questions that pertained to various instructional aspects of the programs. Also, the majority of the respondents felt that the items pertaining to the difficulty level of the course, instructor's pace, use of examples, and class size was satisfactory.

This report is the final report in a series of four research reports conducted by CVCC during the 1976-77 academic year. These same surveys will be replicated during the Fall Quarter of 1977 in a continuing effort on the part of the Office of Research and Planning to provide information about the College's programs to all concerned individuals.

INTRODUCTION

As a part of Central Virginia Community College's 1976-77 Goals and Objectives, a plan was to be developed to ascertain student satisfaction with the College's degree programs, certificate programs, and non-credit programs. This plan has been developed and executed by the Office of Research and Planning with the assistance of the Office of Continuing Adult Education and Community Services.

Three different groups of students were selected to be surveyed to determine their level of satisfaction. These groups were the 297 1975-76 graduates, 367 former curricular students from the Spring of 1976 who had completed at least 40% of their program and had not returned in the Fall of 1976, and 100 Fall 1976 non-credit students.

Surveys were conducted in October for the graduates and in February for the former students and non-credit students. The results of each of these surveys in detailed form are available in Research Report No. 1-77, Survey Among CVCC's 1975-76 Graduates; Research Report No. 2-77, Survey Among CVCC's 1976 Former Students; and Research Report No. 3-77, Survey Among CVCC's Community Services Students - Fall 1976.

Further, the results of Research Report No. 1-77 and Research Report No. 2-77 were combined and are presented in this report for additional analysis.

PURPOSE

The purpose of this study is:

1. To gain an insight as to the success of the degree and certificate program students in their occupational and/or educational experience after they have left the College.
2. To determine the level of student satisfaction with the College's degree and certificate programs as well as its non-credit programs.

The specific research questions utilized to gather the data are available in the series of three research reports previously mentioned in the introduction and will not be re-stated here. It is sufficient to note that the research questions for the graduates and former students requested information on what the respondents were doing at the present time, and their opinions of selected CVCC experiences. The research questions for the non-credit students were basically directed to their satisfaction with the course and how it was taught.

PROCEDURE

Similar survey instruments were designed and mailed to both the 1975-76 graduates and the 1976 former students. Utilization of similar instruments facilitated a computer analysis of the results as well as allowing for contrasting and comparing of the data. A separate survey instrument was designed by the Office of Continuing Adult Education and Community Services and mailed to Fall 1976 non-credit students. The results of this survey were compiled by the Office of Research and Planning. Copies of the survey instruments with their cover letters are shown in the published reports as Appendices.

LIMITATIONS

This combined study has a total population of 764 with 473 respondents (62%). However, the subjects were selected by predetermined criteria which eliminated a large segment of the total student population from consideration in this study. For example, former curricular students who had completed less than 40% of their program were not included, as well as unclassified and developmental students. In the selection of non-credit students only a portion of the total Fall enrollment was selected to be surveyed.

A second limitation was the use of different survey instruments for the degree and certificate students and the non-credit students. Comparison of the results of the graduates and former students was enhanced by using a similar survey instrument, while comparison between the combined results of the graduates and former students with the results of the non-credit students cannot be made due to dissimilar research questions.

RESULTS

Because of the limitation of using different survey instruments indicated in the previous section of this report, the results will be looked at separately for the 1975-76 graduates and 1976 former students combined and the Fall 1976 community services students.

Graduates and Former Students Combined

University Parallel Programs. There were 164 respondents out of 269 combined graduates and former students (61%) in the Associate in Arts (AA) and Associate in Science (AS) degree programs. An analysis of their responses to the survey questions indicates the following:

70.7% are continuing their education

- 59.8% transferred on a full-time basis
- 9.1% transferred on a part-time basis
- 1.8% returned to CVCC part-time

Employment data indicates that 43.9% are employed, 32.3% full-time and 11.6% part-time. Three and seven tenths percent indicated that they were homemakers, while 3.0% indicated they were unemployed.

A comparison of the university parallel graduates with former students reveals that both groups transferred at approximately the same rate (70.5% for graduates and 68.3% for the former students). However, it is important to note that about three-fourths (77%) of the combined group of university parallel students transferred successfully prior to graduating from CVCC. This fact indicates that while the number of graduates is meaningful, it is also very important to realize that many students in the university parallel programs do not intend to graduate from Central Virginia Community College, but rather plan to spend one or two years in a program and then transfer to a four-year college or university.

As a measure of student satisfaction with selected aspects of their college experience each respondent was asked to rate shop and laboratory instruction, academic instruction, counseling, advice given by faculty advisors, and evaluation of your performance by instructors. The evaluation responses were rated on a scale of 1 to 4 with 1=poor, 2=fair, 3=good, and 4=superior. The students in the university parallel programs rated these aspects as follows: 3.1 for shop, 3.2 for academic instruction, 2.7 for counseling, 2.8 for advice given by faculty advisors, and 3.0 for evaluation of your performance by instructors. Table 1 (page 7) shows that there is basically no difference in the ratings made by the university parallel graduates and those of the former students with respect to the selected aspects of their college experience.

Occupational Degree Programs. There were 166 respondents out of 273 combined graduates and former students (60.9%) in the Associate in Applied Science (AAS) degree programs. An analysis of their responses to the survey questions indicates the following:

86.1% are employed

62.7%	are employed full-time in their field
4.8%	are employed part-time in their field
67.5%	total employed in their field

16.9%	are employed full-time out of their field
1.8%	are employed part-time out of their field
18.7%	total employed out of their field

Three percent indicated they were homemakers, while 7.2% reported they were unemployed. A number of these AAS respondents also indicated that they were continuing their education as follows:

6.6%	transferred on a full-time basis
5.4%	transferred on a part-time basis
3.0%	returned to CVCC full-time
6.0%	returned to CVCC part-time
21.0%	total continuing their education

A comparison of the AAS degree program students shows that 60% of the combined group was comprised of graduates with 40% comprised of former students. An interesting observation on the employment of these two groups is that the graduates' employment rate is 89.5% while the former students' employment rate is 78.8%. It appears that in the case of AAS degree program students that graduation has some positive effect on employment.

The students in the AAS degree programs rated their college experience as follows: 2.9 for shop, 3.1 for academic instruction, 2.5 for counseling, 2.7 for advice given by faculty advisors, and 3.0 for evaluation of your performance by instructors. Table 3 (page 9) shows that there is basically no difference in the ratings made by the AAS degree program graduates and those of the former students with respect to the selected aspects of their college experience.

Certificate and Diploma Programs. There were 76 respondents out of 122 combined graduates and former students (62.3%) in the certificate and diploma programs. An analysis of their responses to the survey questions indicates the following:

77.6% are employed

46.1%	are employed full-time in their field
9.2%	are employed part-time in their field
55.3%	total employed in their field

14.5%	are employed full-time out of their field
7.9%	are employed part-time out of their field
22.4%	total employed out of their field

Eleven and eight tenths percent indicated they were homemakers, while 10.5% reported they were unemployed. One quarter of these certificate and diploma respondents indicated that they were continuing their education as follows:

5.3%	transferred on a full-time basis
1.3%	transferred on a part-time basis
10.5%	returned to CVCC full-time
7.9%	returned to CVCC part-time
25.0%	total continuing their education

A comparison of the certificate program students indicates that similar to the AAS degree students, approximately 60% of the combined group was comprised of graduates with 40% comprised of former students. However, unlike the AAS degree students the employment rate for both groups of certificate students was virtually identical (77.6% for graduates and 77.8% for former students). It appears that graduation from the certificate programs may not have any impact on employment such as discerned in the AAS degree programs.

The students in the certificate programs rated their college experience as follows: 2.9 for shop, 3.1 for academic instruction, 2.8 for counseling, 2.9 for advice given by faculty advisors, and 3.0 for evaluation of your performance by instructors. Table 5 (page 11) shows that in general, the graduates of the certificate programs rated the selected aspects of their college experience somewhat lower than the former students of these programs. However, when these ratings are compared with the combined average, we find that neither group differs from this average by over two-tenths of a point on any single aspect.

All Respondents. In general, the 406 respondents indicate that 67.5% are employed, 44.3% in their field and 23.2% out of their field; 6.2% are unemployed; 41.9% are attending college, 34.0% having transferred and 7.9% returned to CVCC; while 4.9% are homemakers. The overall evaluation of the college experience as an index of their satisfaction is as follows: 3.0 for shop, 3.1 for academic instruction, 2.6 for counseling, 2.8 for advice given by faculty advisors, and 3.0 for evaluation of your performance by instructors.

Tables 1 through 6 show data for various subsets of the respondents by all respondents, type of award, employment, education, sex, and day or night status. The data indicates sex, day or night student, employment full-time or part-time, military status, homemaker status, unemployment, and evaluation of shop and laboratory instruction, academic instruction, counseling, advice given by faculty adivsors, and evaluation of student performance by instructors.

Comments were solicited from each respondent and a total of 94 of the 406 respondents (23.2%) wrote comments on the reverse side of their questionnaire. These comments are not repeated here, but can be found in Research Report 1-77 and Research Report 2-77.

Community Services Students

One hundred former community services students at Central Virginia Community College who had attended non-credit programs during the Fall Quarter of 1976 were surveyed to determine the degree of student satisfaction with these programs. A total of 67 former students (67%) responded to the survey.

Almost universally, the respondents indicated a high positive level of agreement with the survey questions that pertained to various instructional aspects of the programs. Also, the majority of the respondents felt that the items pertaining to the difficulty level of the courses, instructor's pace, use of examples, and class size were satisfactory.

More detail information regarding the survey instrument and the table of the results is available in Research Report 3-77.

SUMMARY

These surveys attempted to answer the following questions for the graduates and former credit students: (1) What are you doing at the present time? and (2) What are your opinions of various CVCC experiences? Also, the non-credit students were questioned to determine their level of satisfaction with the community services programs.

It is apparent that CVCC's 1975-76 graduates and 1976 former credit students are successful. Almost 7 out of 10 of the AA and AS respondents are continuing their education at a four-year college or university, demonstrating that for them CVCC was the first step in their higher education goal. Almost 9 out of 10 of the AAS respondents are employed with 6 out of 10 employed full-time in their field. For the certificate respondents, 8 out of 10 are employed, with about 5 out of 10 employed full-time in their field.

Twenty-two and three tenths percent of the Occupational/Technical respondents are continuing their education, while 43.9% of the college transfer students are employed.

The evaluation of the five selected aspects of the respondents' CVCC experience shows a high level of student satisfaction in that 4 out of the 5 had a healthy "good" rating, with counseling slightly less than good. These ratings when considered together with the comments included in Research Report 1-77 and Research Report 2-77 give an overall impression that these respondents were indeed satisfied with their CVCC experience.

The 1976 community services respondents similarly indicated an overall "good" rating to various instructional aspects of their programs and were satisfied with the level of difficulty, pace of instruction, use of examples, and class size.

Overall, when looking at the results of all respondents combined the College has received a high mark in meeting the objectives of preparing college transfer students for transfer to a four-year college or university, of preparing the occupational/technical students for employment, and with providing good quality and well instructed community services programs for our non-credit students.

RECOMMENDATIONS

Information contained in the following series of studies: Research Report No. 1-77, Survey Among CVCC's 1975-76 Graduates; Research Report No. 2-77, Survey Among CVCC's 1976 Former Students; Research Report No. 3-77, Survey Among CVCC's Community Services Students - Fall 1976; and Research Report No. 4-77, Combined Report of Graduates, Former Credit Students, and Community Services Students for 1976; provides a reasonably complete picture of the success of CVCC's programs and the level of student satisfaction during 1975-76. Each program and activity of the College should be examined in light of these results and any indicated changes should be implemented as soon as possible.

AA and AS Program Graduates

C V C C GRADUATE SURVEY - FALL 1976

62 In Group
44 Responded (71%)

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				TOTAL EMPLOYED	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT
21	23	32	9	5	1	6	13.6	8	6	14	31.8	20	45.5

TOTAL UNEMPLOYED SEEKING		TOTAL UNEMPLOYED NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT
0	0.0	0	0.0	0	0.0

IN COLLEGE TRANSFER				IN COLLEGE C V C C				TOTAL COLLEGE	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT
26	5	31	70.5	0	3	3	6.8	34	77.3

ARMED FORCES		HOME MAKER	
N	PCT	N	PCT
0	0.0	2	4.5

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.2	3.3	2.6	2.9	3.2

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

Students in Univ. Parallel Prog. (AA + AS)

207 In Group
120 Responded (58%)

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				TOTAL EMPLOYED	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT
61	59	94	13	17	3	20	16.7	23	9	32	26.7	52	43.3

UNEMPLOYED SEEKING		UNEMPLOYED NOT SEEKING		UNEMPLOYED TOTAL	
N	PCT	N	PCT	N	PCT
5	4.2	0	0.0	5	4.2

IN COLLEGE TRANSFER				IN COLLEGE AT C V C C				TOTAL COLLEGE	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT
72	10	82	68.3	0	0	0	0.0	82	68.3

ARMED FORCES		HOME MAKER		OTHER	
N	PCT	N	PCT	N	PCT
1	0.8	4	3.3	2	1.7

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.2	2.7	2.8	3.0

1975-76 GRADUATE AND 1976 FORMER STUDENT SURVEYS COMBINED

Students in Univ. Parallel Prog. (AA + AS)

269 In Group
164 Responded (61%)

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING ACT		SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
82	82	126	22	42	4	26	15.9	31	15	46	28.0	72	43.9	5	3.0	0	0.0	5	3.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT CVCC				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
98	15	113	68.9	0	3	3	1.8	116	70.7	1	0.6	6	3.7	2	1.2

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.2	2.7	2.8	3.0

TABLE 2

AAS Program Graduates

C V C C GRADUATE SURVEY - FALL 1976

165 In Group
114 Responded (69.1%)

EMPLOYED															TOTAL UNEMPLOYED					
SEX		TIME		IN FIELD				OUT OF FIELD				TOTAL EMPLOYED			SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT		N	PCT	N	PCT	N	PCT
68	46	79	26	77	7	84	73.7	16	2	18	15.8	102	89.5		6	5.3	0	0.0	6	5.3

IN COLLEGE													
TRANSFER				C V C C				TOTAL COLLEGE		ARMED FORCES		HOME MAKER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT
7	7	14	12.3	5	10	15	13.2	29	25.4	0	0.0	3	2.6

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.1	2.5	2.8	3.0

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

Students in Occup. Degree Prog. (AAS)

108 In Group
52 Responded (48.2%)

EMPLOYED															UNEMPLOYED					
SEX		TIME		IN FIELD				OUT OF FIELD				TOTAL			SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT		N	PCT	N	PCT	N	PCT
38	14	32	13	27	1	28	53.8	12	1	13	25.0	41	78.8		6	11.5	0	0.0	6	11.5

IN COLLEGE													
TRANSFER				AT C V C C				TOTAL		ARMED FORCES		HOME MAKER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT
4	2	6	11.5	0	0	0	0.0	6	11.5	0	0.0	2	3.8

OTHER	
N	PCT
1	1.9

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.7	3.0	2.4	2.7	3.0

Students in Occup. Degree Prog. (AAS)

273 In Group
166 Responded (60.9%)

SEX		TIME		EMPLOYED: IN FIELD				EMPLOYED: OUT OF FIELD				EMPLOYED: TOTAL		UNEMPLOYED: SEEKING		UNEMPLOYED: NOT SEEKING		UNEMPLOYED: TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
106	60	111	39	104	8	112	67.5	28	3	31	18.7	143	86.1	12	7.2	0	0.0	12	7.2

IN COLLEGE: TRANSFER				IN COLLEGE: AT CVCC				IN COLLEGE: TOTAL		ARMED FORCES		HOME MAKER		OTHER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
11	9	20	12.0	5	10	15	9.0	35	21.1	0	0.0	5	3.0	1	0.6

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.1	2.5	2.7	3.0

TABLE 4

Certificate Program Graduates

C V C C GRADUATE SURVEY - FALL 1976

70 In Group
49 Responded (70%)

EMPLOYED														TOTAL UNEMPLOYED					
SEX		TIME		IN FIELD				OUT OF FIELD				TOTAL EMPLOYED		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
21	28	33	11	21	4	25	51.0	8	5	13	26.5	38	77.6	5	10.2	0	0.0	5	10.2

IN COLLEGE										ARMED FORCES		HOME MAKER	
TRANSFER				C V C C				TOTAL COLLEGE					
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT
1	1	2	4.1	8	6	14	28.6	16	32.7	0	0.0	6	12.2

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.0	2.7	2.7	3.0

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

Students In Non-Degree Programs (CERT)

52 In Group
27 Responded (52%)

EMPLOYED														UNEMPLOYED					
SEX		TIME		IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
11	16	18	6	14	3	17	63.0	3	1	4	14.8	21	77.8	3	11.1	0	0.0	3	11.1

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
3	0	3	11.1	0	0	0	0.0	3	11.1	0	0.0	3	11.1	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.7	3.2	3.0	3.1	3.1

1975-76 GRADUATE AND 1976 FORMER STUDENT SURVEYS COMBINED

Students In Non-Degree Programs (CERT)

122 In Group
76 Responded (62.3%)

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING ACT		SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
32	44	51	17	35	7	42	55.3	11	6	17	22.4	59	77.6	8	10.5	0	0.0	8	10.5

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				ATTENDING				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
4	1	5	6.6	8	6	14	18.4	19	25.0	0	0.0	9	11.8	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.1	2.8	2.9	3.0

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CENTRAL VIRGINIA COMMUNITY COLLEGE

LYNCHBURG, VIRGINIA

SURVEY AMONG CVCC's 1975 - 1976 GRADUATES

Research Report No. 1-77

Dr. Donald E. Puyear, President

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Coordinator of Research and Planning

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ACKNOWLEDGEMENT

The assistance and cooperation of members of the administrative staff and faculty, clerical personnel, and the College's computer center are recognized and appreciated. Most importantly, the cooperation of the 1975-76 graduates in responding to this survey is sincerely appreciated.

EXECUTIVE SUMMARY

The 297 students who graduated from Central Virginia Community College during 1975-76 were surveyed to determine their present employment and educational activities. Additionally, they were requested to express their opinions of selected CVCC experiences. A total of 207 graduates (70%) responded to the survey.

Of the 62 graduates of University Parallel programs (Associate in Arts and Associate in Science Degree programs), 44 responded. (71% response rate.)

77.3% are continuing their education

- 59.1% are attending college full-time
- 18.2% are attending college part-time

There were 165 graduates of Associate in Applied Science (Occupational) Degree programs. Of these, 114 responded (69.1%).

89.5% are employed

- 73.7% are employed in their field of study
- 15.8% are employed in other fields

In addition:

25.4% are continuing their education

- 10.5% are attending college full-time
- 14.9% are attending college part-time

Seventy students graduated from one or the other of the certificate and diploma occupational programs. Of these, 49 responded to the survey (70.0%).

77.5% are employed

- 51.0% are employed in their field of study
- 26.5% are employed in other fields

In addition:

32.7% are continuing their education

- 18.4% are attending college full-time
- 14.3% are attending college part-time

The responses to the questions regarding their experiences at Central Virginia Community College varied little from group to group, as shown in

the ratings below:

	Shop and Laboratory Instruction	Academic Instruction	Counseling	Faculty Advising	Grading
AA & AS Degree	3.2	3.3	2.6	2.9	3.2
AAS Degree	3.0	3.1	2.5	2.8	3.0
Cert. & Diploma	3.0	3.0	2.7	2.7	3.0
ALL	3.0	3.1	2.5	2.8	3.0

where 1 = Poor
2 = Fair
3 = Good
4 = Superior

Shop and Laboratory Instruction, Academic Instruction, and Grading all received solid "Good" ratings. Faculty advising was rated just slightly lower and Counseling was considered to be good to fair.

A more detailed analysis of the results of the survey are included in the body of the report.

This survey is the first of a series of follow-up studies being conducted by the Research and Planning office. Other studies to be completed include a similar survey of former curricular students who completed part of their program in 1975-76 but who have not returned in 1976-77, and a survey of participants in continuing education and community service programs. These three surveys should provide a composite picture of the results of the college's programs during this past year and will be used to facilitate planning for the future.

INTRODUCTION

Central Virginia Community College had 297 graduates during the 1975-76 academic year. Forty-one (14%) were August 1975 graduates while 256 (86%) were June 1976 graduates. This study was conducted to determine whether or not our graduates have been successful in terms of employment for the Occupational/Technical graduates and in terms of transferring to four year colleges and universities for the University Parallel graduates, and to ask the graduates their opinions about selected experiences they had at CVCC.

PURPOSE

The purpose of this study is to determine the recent occupational and/or educational experience of CVCC's 1975-76 graduates and to elicit their opinions about some selected experiences they had at CVCC.

Specifically, an attempt will be made to answer the following research questions:

1. What are you doing at the present time?
   a. Employed in field or in related field
   b. Employed out of field
   c. Transferred to college/university
   d. Returned to CVCC
   e. Serving in the Armed Forces
   f. Homemaker
   g. Unemployed
   h. Other

2. What are your opinions of the following CVCC experiences:
   a. Shop and laboratory instruction
   b. Academic instruction
   c. Counseling
   d. Advice given by faculty advisors
   e. Evaluation of your performance by instructors

PROCEDURE

A survey instrument was designed and submitted to the President, Dean, and Administrative Council for review during the latter part of September, 1976. After receiving suggestions from both faculty and administrators on the questionnaire design, a second draft was submitted to the President and Dean for review and approval. This survey instrument is shown in Appendix A -- Central Virginia Community College - Survey Among CVCC's Graduates. A time schedule for conducting this follow-up study for 1975-76 graduates was developed as follows:

Time Schedule

Event	Date	Time Interval
1. Initial Mailing	10/25/76	-----
2. Follow-up letter with questionnaire	11/15/76	3 weeks
3. Telephone x% of non-respondents at random	12/6/76	2 weeks
4. Analyze results	12/13/76	1 week
5. Prepare and publish preliminary report	12/20/76	1 week

A copy of the survey instrument along with a cover letter (Appendix B) and an addressed postage paid envelope was mailed on October 25, 1976 to the 297 graduates. Subsequently, after receiving responses from approximately 40% of the graduates, a follow-up questionnaire along with a cover letter (Appendix C) and an addressed postage paid envelope was mailed on November 15, 1976. The second mailing increased the response rate from 40% to 70% (207 out of 297).

An attempt was made to contact a random sample of approximately 5% of the non-respondents by telephone the week of December 6, 1976 with moderate success. However, upon examination of each of the 34 different programs for which there were graduates in 1975-76, it was noted that in all but 2 programs (Merchandising Management and Transportation) the rate of response was over 50% with the total number in the aforementioned programs being only 4 graduates. Therefore, further attempts regarding telephone interviews were discontinued.

LIMITATIONS

The number of graduates and consequently the potential number of respondents was quite small for some programs. Twenty-one programs had less than 10 graduates while 12 programs had less than 5 graduates. Also, 5 of the programs had only one graduate and while the data regarding the employment and/or educational experience is meaningful for these 5 graduates, it is doubtful that their opinions regarding their CVCC experiences are representative. Also, the results from this survey are only part of the picture. When combined with the results of the surveys of former curricular students and participants in continuing education and community service programs, we will then have a meaningful composite.

RESULTS

University Parallel Programs. There were 44 respondents out of 62 graduates (71%) of the Associate in Arts (AA) and Associate in Science (AS) degree programs. An analysis of their responses to the survey questionnaire indicates

the following:

77.3% are continuing their education

- 59.1% transferred on a full-time basis
- 11.4% transferred on a part-time basis
- 6.8% returned to CVCC part-time

Employment data indicates that 45.4% are employed, 29.5% full-time and 15.9% part-time. Four and one-half percent indicated that they were homemakers, while none reported that they were unemployed.

Occupational Degree Programs. There were 165 graduates from the Associate in Applied Science (AAS) degree programs and 114 (69.1%) responded. An analysis of their responses indicates the following:

89.5% are employed

- 67.5% employed full-time in their field
- 6.2% employed part-time in their field
- 73.7 total employed in their field

- 14.0% employed full-time out of their field
- 1.8% employed part-time out of their field
- 15.8% total employed out of their field

Two and six tenths percent indicated that they were homemakers, while 5.3% reported that they were unemployed. A number of these AAS graduates also indicated that they were continuing their education as follows:

- 6.1% transferred on a full-time basis
- 6.1% transferred on a part-time basis
- 4.4% returned to CVCC full-time
- 8.8% returned to CVCC part-time
- 25.4% total continuing their education

Certificate and Diploma Programs. There were 70 graduates of various certificate and diploma programs. Forty-nine of the 70 graduates responded (70.0%). An analysis of their employment data revealed the following:

77.5% are employed

- 42.9% employed full-time in their field
- 8.1% employed part-time in their field
- 51.0% total employed in their field

- 16.3% employed full-time out of their field
- 10.2% employed part-time out of their field
- 26.5% total employed out of their field

Twelve and two tenths percent indicated that they were homemakers, while 10.2% reported that they were unemployed. Almost one-third of these certificate graduates also indicated that they were continuing their education as follows:

2.0%	transferred on a full-time basis
2.0%	transferred on a part-time basis
16.4%	returned to CVCC full-time
12.3%	returned to CVCC part-time
32.7%	total continuing their education

Of the 103 respondents employed full-time in their field, 16.5% are continuing their education, either at another college (7.8%) or at CVCC (8.7%); 4.0% are attending college full-time. Of the 25 respondents employed part-time, 64.0% are continuing their education.

The tables that follow show data for various subsets of the respondents by sex, type of award, year of graduation, employment, education, and program type. The data indicates sex, day or night student, employment full-time or part-time in or out of their field, further education full-time or part-time, military status, homemaker status, unemployment, and evaluation of shop and laboratory instruction, academic instruction, counseling, advice given by faculty advisors, and evaluation of performance by instructors. The evaluation responses were rated on a scale of 1 to 4 with 1=poor, 2=fair, 3=good, and 4=superior. The overall average rating was 3.0 for shop and laboratory instruction, 3.1 for academic instruction, 2.5 for counseling, 2.8 for advice given by faculty advisors, and 3.0 for evaluation of your performance by instructors.

In addition to the information in the following tables each graduate was asked to write comments on the reverse side of their questionnaires. Fifty-five of the 207 respondents (26.6%) wrote comments on their questionnaires. Appendix D contains these comments listed alphabetically by program. All-in-all the majority of the comments are positive in nature although there are a few negative comments that need to be reviewed by the appropriate individuals for remediation as necessary. A few comments which dealt with individual problems or with personalities have been omitted from the report.

ALL GRADUATES RESPONDING
TOTAL OF 207 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED								IN COLLEGE								ARMED FORCES		HOME MAKER	
				IN FIELD				OUT OF FIELD				TRANSFER				C V C C							
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
110	97	144	48	108	12	120	55.6	32	13	45	21.7	34	13	47	22.7	13	19	32	15.5	0	0.0	11	5.3

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED					
				SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
160	77.3	79	38.2	11	5.3	0	0.0	11	5.3

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.1	2.5	2.8	3.0

TABLE 1

AA AND AS PROGRAM GRADUATES — C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 44 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
21	23	32	9	5	1	6	13.6	6	8	14	31.8	26	5	31	70.5	0	3	3	6.8	0	0.0	2	4.5

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
20	45.5	34	77.3	0	0.0	0	0.0	0	0.0

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.2	3.3	2.6	2.7	3.2

AAS PROGRAM GRADUATES — C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 114 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
68	46	79	26	77	7	84	73.7	16	2	18	15.8	7	7	14	12.3	5	10	15	13.2	0	0.0	3	2.6

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
102	89.5	29	25.4	6	5.3	0	0.0	6	5.3

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.1	2.5	2.8	3.0

TABLE 2

CERTIFICATE PROGRAM GRADUATES
TOTAL OF 47 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

EMPLOYED												IN COLLEGE								ARMED FORCES		HOME MAKER	
SEX		TIME		IN FIELD				OUT OF FIELD				TRANSFER				C V C C							
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
21	28	33	11	21	4	25	51.0	8	5	13	26.5	1	1	2	4.1	8	6	14	28.6	0	0.0	6	12.2

TOTAL EMPLOYED		TOTAL UNEMPLOYED							
		TOTAL COLLEGE		SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
38	77.6	16	32.7	5	10.2	0	0.0	5	10.2

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.0	2.7	2.7	3.0

TABLE 3

DAY STUDENTS
TOTAL OF 144 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
67	77	144	0	60	11	71	49.3	24	11	35	24.3	29	6	35	24.3	11	11	22	15.3	0	0.0	10	6.9

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
106	73.6	57	39.6	8	5.6	0	0.0	8	5.6

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.1	2.5	2.8	3.0

****

NIGHT STUDENTS
TOTAL OF 46 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
34	12	0	46	32	1	33	71.7	7	0	7	15.2	3	6	9	19.6	1	8	9	19.6	0	0.0	1	2.2

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
40	87.0	18	39.1	2	4.3	0	0.0	2	4.3

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.1	2.6	2.7	3.0

****

TABLE 4

ALL MALE GRADUATES
TOTAL OF 110 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
110	0	67	34	59	6	65	59.1	16	3	19	17.3	22	7	29	26.4	9	10	19	17.3	0	0.0	0	0.0

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
84	76.4	48	43.6	5	4.5	0	0.0	5	4.5

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.2	2.5	2.9	3.0

ALL FEMALE GRADUATES
TOTAL OF 97 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
0	97	77	12	44	6	50	51.5	16	10	26	26.8	12	6	18	18.6	4	9	13	13.4	0	0.0	11	11.3

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
76	78.4	31	32.0	6	6.2	0	0.0	6	6.2

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.0	2.6	2.7	3.0

TABLE 5

1975 SUMMER GRADUATES
TOTAL OF 28 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
18	10	22	5	12	2	14	50.0	6	0	6	21.4	4	2	6	21.4	4	2	6	21.4	0	0.0	4	14.3

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
20	71.4	12	42.9	1	3.6	0	0.0	1	3.6

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.0	2.3	2.6	2.9

1976 SPRING GRADUATES
TOTAL OF 179 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
92	87	122	41	81	10	101	56.4	26	13	39	21.8	30	11	41	22.9	9	17	26	14.5	0	0.0	7	3.9

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
140	78.2	67	37.4	10	5.6	0	0.0	10	5.6

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.1	2.6	2.8	3.0

TABLE 6

EMPLOYED FULL TIME IN FIELD — C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 103 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
59	44	60	32	103	0	103	100.0	0	0	0	0.0	2	6	8	7.8	2	7	9	8.7	0	0.0	4	3.9

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
103	100.0	17	16.5	0	0.0	0	0.0	0	0.0

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.0	2.5	2.7	2.9

EMPLOYED PART TIME IN FIELD — C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 12 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
6	6	11	1	0	12	12	100.0	0	0	0	0.0	2	1	3	25.0	3	1	4	33.3	0	0.0	2	16.7

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
12	100.0	7	58.3	0	0.0	0	0.0	0	0.0

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.1	2.6	2.7	3.1

EMPLOYED PT OUT OF FIELD — C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 32 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
16	16	24	7	0	0	0	0.0	32	0	32	100.0	0	3	3	9.4	0	8	8	25.0	0	0.0	1	3.1

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
32	100.0	11	34.4	0	0.0	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.2	2.3	2.6	3.1

EMPLOYED PT OUT OF FIELD — C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 13 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
3	10	11	0	0	0	0	0.0	0	13	13	100.0	4	0	4	30.8	2	3	5	38.5	0	0.0	0	0.0

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
13	100.0	9	69.2	0	0.0	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.2	3.2	3.3	3.3	3.5

UNEMPLOYED - SEEKING WORK
TOTAL OF 11 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
5	6	8	2	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	1	0	1	9.1	0	0.0	1	9.1

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
0	0.0	1	9.1	11	100.0	0	0.0	11	100.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	2.9	2.3	2.7	3.0

UNEMPLOYED-NOT SEEKING WORK
TOTAL OF 0 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
0	0	0	0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0.0	0	0.0

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
0.0	0.0	0.0	0.0	0.0

TABLE 9

TRANSFER STUDENT - FULL TIME C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 34 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
22	12	29	3	2	2	4	11.8	0	4	4	11.8	34	0	34	100.0	0	0	0	0.0	0	0.0	0	0.0

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
8	23.5	34	100.0	0	0.0	0	0.0	0	0.0

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.2	3.3	2.7	3.1	3.2

TRANSFER STUDENT - PART TIME C V C C GRADUATE SURVEY - FALL 1976
TOTAL OF 13 IN GROUP

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
7	6	6	6	6	1	7	53.8	3	0	3	23.1	0	13	13	100.0	0	0	0	0.0	0	0.0	1	7.7

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
10	76.9	13	100.0	0	0.0	0	0.0	0	0.0

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.8	2.9	2.3	2.6	2.9

TABLE 10

RETURN TO CVCC - FULL TIME
TOTAL OF 13 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
9	4	11	1	2	3	5	38.5	0	2	2	15.4	0	0	0	0.0	13	0	13	100.0	0	0.0	0	0.0

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
7	53.8	13	100.0	1	7.7	0	0.0	1	7.7

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.1	2.6	2.7	2.9

****

RETURN TO CVCC - PART TIME
TOTAL OF 19 IN GROUP

C V C C GRADUATE SURVEY - FALL 1976

SEX		TIME		EMPLOYED IN FIELD				EMPLOYED OUT OF FIELD				IN COLLEGE TRANSFER				IN COLLEGE C V C C				ARMED FORCES		HOME MAKER	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT
10	9	11	8	7	1	8	42.1	8	3	11	57.9	0	0	0	0.0	0	19	19	100.0	0	0.0	0	0.0

TOTAL EMPLOYED		TOTAL COLLEGE		TOTAL UNEMPLOYED SEEKING		NOT SEEKING		TOTAL	
N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
19	100.0	19	100.0	0	0.0	0	0.0	0	0.0

EVALUATION				
SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.1	2.6	2.4	3.0

****

TABLE 11

SUMMARY

This survey attempted to answer the following questions: (1) What are you doing at the present time? and (2) What are your opinions of various CVCC experiences?

It is obvious that CVCC's 1975-76 graduates have been successful. Almost 8 out of 10 AA and AS graduates are continuing their education with 7 out of 10 having transferred to a four year college or university. Nine out of 10 of the AAS graduates are employed with 7 out of 10 employed full-time in their field of training. Eight out of 10 of the certificate graduates are employed with 5 out of 10 employed in their field of training.

Many of the Occupational/Technical graduates are continuing their education (approximately 3 out of 10 for both AAS and certificate graduates), while almost a majority (45%) of the college transfer students are employed.

The evaluation of the five selected aspects of the graduate's CVCC experience shows a healthy "Good" rating for three of the five, with advice given by faculty advisors slightly less than "Good" at 2.8 and counseling about half-way between "Good" and "Fair" at 2.5. However, when one reads the comments included in Appendix D in relation to counseling and faculty advising, a number of incongruous observations can be made, e.g., a number of O/T graduates complained about losing credits upon transferring because of poor counseling, when, in fact, they were graduates of basically terminal programs not designed for transfer.

RECOMMENDATIONS

Information obtained from this study, when combined with the similar studies of former students (non-graduates) and of continuing education and community services participants, will provide a reasonably complete picture of the success of CVCC's programs during 1975-76. Each program and activity of the College should be examined in light of these combined results and any indicated changes should be implemented as soon as possible.

CENTRAL VIRGINIA COMMUNITY COLLEGE

SURVEY AMONG CVCC'S GRADUATES

IN ANSWERING THE QUESTIONS ON THIS SURVEY FORM, PLEASE FOLLOW DIRECTIONS CAREFULLY, COMPLETING EACH QUESTION AS DIRECTED. THE INFORMATION YOU GIVE WILL BE TREATED AS CONFIDENTIAL WITH ANSWERS BEING COMBINED FOR GROUP ANALYSIS. THANK YOU.

PERSONAL INFORMATION --- Please check and/or change the recorded information and provide the data required.

__ __ __ __ __ __ __ __ __ _____ M __ F __
(Social Security Number) (Last name, first, initial) (Sex)

[ ]

[ ]

Employment Address & Phone _____
(Name of Employer or Your Name if Self-Employed)

_____ _____ _____
(St. Address or Rural Route) (City) (State)

_____ _____ _____
(County) (Zip Code) (Phone)

_____
(Title or Job Classification of Present Position)

EDUCATIONAL RECORD --- Please check and/or change the recorded information and provide the data required.

Program Completed _____ in 19 __ __.

You attended mainly (1) ___ day or (2) ___ night courses.

SURVEY QUESTIONS CONCERNING YOUR RECENT OCCUPATIONAL AND/OR EDUCATIONAL EXPERIENCE.

1. WHAT ARE YOU DOING AT THE PRESENT TIME? (Check all that apply.)

a.	Employed in field or in related field	___ Full-time	___ Part-time
b.	Employed out of field	___ Full-time	___ Part-time
c.	Transferred to college/university	___ Full-time	___ Part-time
d.	Returned to CVCC	___ Full-time	___ Part-time
e.	Serving in the Armed Forces	_____	
f.	Homemaker	_____	
g.	Unemployed _____ (If so, are you actively seeking employment? ___ Yes ___ No)		
h.	Other	_____	

2. PLEASE GIVE YOUR OPINION OF THE FOLLOWING CVCC EXPERIENCES. (Mark only one answer a, b, c, d, e.)

		Superior	Good	Fair	Poor
a.	Shop and laboratory instruction	___	___	___	___
b.	Academic instruction	___	___	___	___
c.	Counseling	___	___	___	___
d.	Advice given by faculty advisors	___	___	___	___
e.	Evaluation of your performance by instructors	___	___	___	___

We would appreciate any comments you care to make. Please use the reverse side.

THANK YOU FOR YOUR ASSISTANCE

CENTRAL VIRGINIA COMMUNITY COLLEGE

Wards Road South, Post Office Box 4098, Fort Hill Station, Lynchburg, Virginia 24502, Phone 804/239-0321

October 25, 1976

Dear Graduate,

At Central Virginia Community College we are searching continually for ways to improve our educational programs. Because you are in an excellent position to help us, we would like to have your opinion of the College and your current activity. In completing this questionnaire, you have the opportunity to help CVCC continue to improve its programs and services.

Although your Social Security number and name appear on the form, they will be used only for statistical purposes and not for identification. Your responses will be confidential and will be combined with those of other graduates in reporting the results of this study.

Since this questionnaire will require no more than two minutes of your time to complete, will you please fill it out now and return it to us in the pre-addressed, postage-paid enclosed envelope?

Thank you very much for being a part of the continued growth and improvement of Central Virginia Community College.

Sincerely,

Ralph Brown, Jr.

Ralph W. Brown, Jr.
Coordinator of Research and Planning

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Enclosure

CENTRAL VIRGINIA COMMUNITY COLLEGE

Wards Road South, Post Office Box 4098, Fort Hill Station, Lynchburg, Virginia 24502, Phone 804/239-0321

November 15, 1976

Dear Graduate,

Last month we mailed you a questionnaire soliciting your views on the College and your current activity. As we have received no response, perhaps the questionnaire was lost in the mail, misplaced, or simply forgotten. We are enclosing another questionnaire and urge that you complete it. By doing so you have the opportunity to help CVCC to improve its programs and services.

Although your Social Security number and name appear on the form, they will be used only for statistical purposes and not for identification. Your responses will be confidential and will be combined with those of other graduates in reporting the results of this study.

Since this questionnaire will require no more than two minutes of your time to complete, will you please fill it out now and return it to us in the pre-addressed, postage-paid enclosed envelope?

Thank you very much for being a part of the continued growth and improvement of Central Virginia Community College.

Sincerely,

Ralph Brown, Jr.

Ralph W. Brown, Jr.
Coordinator of Research and Planning

Enclosure

SURVEY COMMENTS

Accounting Technology

1. I have found there is a large gap between the salaries paid to men and women in the accounting field. Therefore, I have elected to go another direction.

Automotive Mechanics

1. Transferred to Southside Virginia Community College. When I enrolled in fall 1974 at CVCC I was interested in taking Carpentry and Cabinet Making, but it was not offered. At that time I was told it would probably be offered in the fall of 1975, but it was not. I am going to Southside so I can take these courses. If it is offered here this year or next I will transfer back, as it is awful expensive driving back and forth and paying to spend some nights in Farmville. I hope you will consider offering it here.

2. My evaluation of CVCC experience is checked good because I have no other to compare to but I thought they were all very good.

Auxiliary Equipment Operator

1. Why does the job placement office send out notices to the graduate after the position for the job has been filled? Work is badly needed in this area.

2. I feel that you have a great auxiliary equipment operation course. In my opinion you have good instructors. Now, what I wish you could do is this, try to set up some system to give newly graduated students some work or just experience with the equipment. Because I have graduated from this course myself, I know that it is impossible to get a job without no work experience. So tell me how do you get a job without experience. How do you get experience without a job. Find a way to solve this problem while you are improving your course.

3. I think this keypunch course was very interesting and I learned a lot, but it was really a waste of time since no one will hire you unless you have at least six months experience and that is impossible to get if no one will give you a chance to prove what you can do.

4. I feel there should be a way made easier for a slower student to find someone to tutor them. To me I get more from a tutor after class, once we've been over the problems in class with the instructor, than just letting anyone help me. Hearing things a second time really does help me.

5. I suggest that CVCC should establish some sort of communications program for those wanting to get into radio and/or radio broadcasting, engineering, etc.

Banking and Finance

1. Academic instruction good. It seemed that the Counseling Department was not efficient as it could be. Night students were really handicapped. Except for _____, I don't think any of the counselors really took matters seriously. Other areas that proved to be a burden on the night student were (1) the bookstore, (2) teacher availability, and (3) required material that wasn't frequently used (this probably applies to day students also). However, in short I think you have a fine college.

Bookkeeping

1. I think that CVCC is an excellent educational institute.

Business Administration

1. The academic instruction and the quality of instructors were very good indeed. I have now transferred to a four year college to finish my studies and requirements for the B.A. in Business Administration and the background studies from my two years at CVCC are paying off.

2. I enjoyed being a student at CVCC. The atmosphere of the classes creates a better learning experience, having the appropriate number of students. The teachers I had were always eager to help you, in or out of class. It is already apparent that the work undertaken at CVCC is an asset. If a student plans to transfer to another college this work is especially helpful from courses like Economics, college math, or Accounting, when viewing the Business Administration curriculum.

3. I have transferred to UVA and have found that a finite math program would have been better than the 160 series that I took. I am still in business and find not having had it regretful. I feel that Business majors should be required to, and able to take this math course. In addition, I have found that CVCC as a whole wasn't adequate to prepare me for the work-load of a third year business major. Outside of these things that I have mentioned, I feel that CVCC is outstanding in allowing students to further their education when other alternatives are not available.

4. My chief comments have to do with the counseling department. In my particular case I was advised that a particular course transferred to my present college. When I got there I found that I had to take a proficiency test in that course in order to take the advanced course. I understand that this particular course was transferrable when I originally signed up with no test requirement. However, prior to the second quarter, this had changed. I was not informed. Luckily I passed the test which I took on one day's notice. I'm sure the counseling staff is competent. There should however be more communication between the counselors and the students. Changes should be made known to the students at least at the time they are signing up for the next quarters studies, if not sooner. Most students know to what college they are transferring and should be informed of any changes in the requirements of that college. Otherwise the student may be taking unnecessary courses with a false sense of security. Instruction was mostly of superior quality but there were enough exceptions to only

rate a good. Some instructors deviate too much from the subject matter. Others don't lecture at all. If a student is taking a course it is because he wants to be taught by the instructor and not teach himself from a book. But as I said, on the whole, most instructors were well prepared and extremely knowledgeable in their field. I feel that my experience at CVCC was rewarding and up to par with my present college. A lot of people look down on the community college but I find that those of us who have graduated from CVCC, and are at the same four year college I'm attending, seem to be attaining higher overall grades. This, in my mind, shows that the quality of education at CVCC is very high.

Business Management

1. I am very grateful to CVCC for enabling me to reach my goals, my knowledge and diploma that opened me the way to a good job with the very good possibility of advancement. I am working in a field that I can thoroughly enjoy. My only advice to other women, not too young anymore like myself: it is never too late to study. If you have a goal ahead of you work for it hard and you will reach it; please tell it to them.

2. It is my opinion any correlation between counseling and the records office is purely accidental. This problem poses a hardship on one who attends CVCC on a part time basis working towards a degree.

3. I regret the two years spent going to college. It has not helped me one iota in finding employment.

4. The first improvement I think CVCC should make is in their counseling area. I graduated from a two year program but I returned a third year in order to take transfer courses in order to go to a higher institute of learning. Some of the advice I received was incorrect -- about which courses would transfer. The counselors should update their information on each college they give advice on. This should be done yearly or even semi or quarter yearly. This would save transfer students from having to overload their schedule in order to finish in two years after leaving CVCC.

5. I think the community colleges and CVCC in particular are just great. They really put higher education within the reach of everyone who really wants it. The teachers gave excellent instruction (most of them, anyway) and the whole atmosphere was really great. I was able to go full time both in the day and at night when my (full time) job required that I change working hours. I would not take anything for the experience, the knowledge, and my diploma. I wish you would expand to 4 years -- I would be back.

Commercial Art

1. CVCC Art Department is exceptional and teaches "Quality".

2. I have been trying my best to land a job in the Commercial Art field. I acting as a single unit cannot make the mark that CVCC can. I would appreciate any help in finding a job in related field. I have tried the following with no luck:

(1) Advertising Art Service
(2) Meredith-Burda Inc.
(3) Babcock-Wilcox
(4) Frank Wright Studio
(5) J.P. Bell
(6) Lynchburg Engraving
(7) Central Litho
(8) Blue Ridge Litho
(9) Chap Stick Co.
(10) First Paper Co.
(11) Hill City News

3. At Madison College I'm a number. At CVCC I was an individual and was treated thusly. I think and would like to ask that your counselors become TOTALLY familiar with TRANSFER CREDITS and their ABILITY to TRANSFER. When I got to Madison College, I lost almost 35 hours of credit because I wasn't familiar with WHAT COULD TRANSFER. A lot of my art courses would not transfer because the Art Department here doesn't think that community college art courses are thorough enough (a bunch of B.S.). I think that the Art Department at CVCC is the best I've seen yet. I think that Mr. _____, Mr. _____, and Mr. _____ are to be commended on their fine performance as instructors (not only because of their knowledge in the field but because of their genuine interest in each student as an individual).

4. Since I've moved to the state of North Carolina, I've taken time to explore and observe a few of the community colleges here and find that Virginia's Community College system is far superior, in particular, CVCC. I thoroughly believe that CVCC is one of the best community colleges in the state. Not only does it have excellent equipment but it has a wide variety of curriculums and provides the best advantage for continuing education among low income persons. The instructors are also skilled and well trained in their fields.

5. The commercial art programs could certainly stand improvement. Many of the courses taught do not deal with commercial art so when you are looking for a job your experience and courses you took leaves a lot to be desired. If anyone wanted to go into a program in which they could have a good future I certainly would not recommend the commercial art field. For many its a sad waste.

6. You have a really fine Art Department, good teachers, excellent dark room facilities. Could use more studio spaces.

7. Feel that certain instructors graded my work according to their past experiences and were more critical of some persons than others. I think that grades should have been given on one's ability to perform, not according to instructors specifications or how well the instructor likes a person. Have been accepted by Virginia Commonwealth University as a freshman, but have been unable to attend because of financial reasons. Also, I feel that CVCC should carry more classes that are transferrable. Overall, my experiences encountered at CVCC were pleasant and I feel that I have benefitted from attending CVCC. I feel that if I were to be employed in my related field, I could do a very efficient job.

Education

1. Very good program. Glad I chose a community college before transferring.

2. I have been very disappointed since my recent transfer to VPI & SU with the counseling I received both here in Blacksburg and at CVCC. At both schools I have received conflicting information; even more conflictions between the information from both schools. If one counselor here was to tell me that the answer to my question was "A", I can rest assured that any other counselor here would tell me "B" and those at Community would tell me "C". I don't feel that they are purposely misinforming me -- instead they are not relaying any more information than a green freshman would already know. That is a minor problem, however. The counselors at both schools can individually improve their knowledge and the students soon learn which counselors are the best and most effective. The major problem, and I imagine the hardest to combat, is the communication gap between the Admissions and Counselors of VPI and those of CVCC and other community colleges. I have found that here, as a transfer, I am viewed as more of a headache than a student in the College of Arts and Sciences Office. On several occasions I have heard sarcastic and/or downgrading comments directed toward all community college counselors. When people such as those speaking man the controling positions in university offices how can we bridge the gap? I wouldn't trade my experiences at CVCC for anything this university or any other 4-year institution could ever offer. I just wish that experience didn't have to be marred by marital disputes between the VPI and CVCC guidance counselors.

3. Enough emphasis was not given to what courses would tranfer and what college a student wanted to or should transfer to, if they wanted to continue education.

4. I think that CVCC overall is pretty good of the thing that were checked. But the counseling, I think, has a fairly long way to come. I think that improvement is gradually coming about. Also, the intramural program I think is rated just as good as the 4 year institution I now attend.

5. I would like to suggest that the counselors agree on subjects that will transfer to most colleges. One of my problems was that I wanted to transfer to Lynchburg College so I was told to take American History. I had one quarter before I realized by another student that I needed Western Civilization. I am sorry that I didn't return this questionnaire sooner. Thank you very much for asking my opinion. I have been thinking about taking a few classes so I would like a catalog for this year. I hope there is no inconvenience.

Electronics Technology

1. Because of advanced instruments (especially computers) in industry today, a program concerning computer servicing and any related items would really be appreciated. I know from my own previous experiences, the

training I received at CVCC (though really good) was not sufficient to maintain this type of equipment. Also, because a lot of people work full time during the day, if a program like this was started, it would probably be a bigger success if it were at night. If this program ever did get off the ground, please contact me.

Fire Science

1. I feel that the parking at CVCC needs to be evaluated and improvements made. Attending CVCC was a great experience and I feel that I accomplished many goals. I received good cooperation from the staff and instructors except one.

General Clerical

1. Think community colleges are one of the best things to happen in Virginia. Could not have returned to college otherwise. CVCC very friendly and open to older student like myself. Very positive experience for me at this time.

General Studies

1. I feel strongly about the counseling program at CVCC. Granted, it has come a long, long way, especially with the help of _____, but it certainly has not been perfected. Most of the counselors I have talked to at CVCC seem unqualified -- or perhaps they simply don't care. I believe more interested personnel may help. The Life Careers Development Seminar and the Career Resources Center is the biggest and best step CVCC has taken. May you continue to grow. Overall, the quality of education at CVCC is impressive. Most basic academic transfer courses are offered and, with a few exceptions, the instructors are excellent. I'm now at a university with 30,000 other students and I feel that I am on par, if not above, for the personal contact I had with my instructors and professor.

Liberal Arts

1. I feel that the community college system has greatly enhanced the quality and availability of further education in this area. It provides for development in certain business careers and the college also is an excellent opportunity for many to experience college requirements. I might also add that I believe it gives many adults a chance to return to the routine of course taking and further education with very little problem of adjustment. The guidance department is proficient and always interested with the individual.

Medical Lab Technology

1. I feel the Med-Lab program I had was designed well, to allow students to obtain both practical and theoretical background and experience to be

well prepared for obtaining jobs in the field of Medical Technology. I think the Coordinated Practice at area hospitals is a very useful and necessary part of the program, and feel I have benefitted from the entire program.

2. I found that my level of theory obtained in the M.L.T. program was superior although I do feel that stronger instruction is needed in the practical lab sessions. It is most important to avail the students with many hours of bench work and prepare them for the technical and practical skills which will be required of them when they seek employment in this field. It would perhaps be ideal to have a laboratory assistant in the program, who could devote his full time and effort to comprehensive and in-depth sessions for the labs in the M.L.T. program. I feel, although perhaps not financially feasible, that this would enhance the lab sessions greatly and relate to the students more reality of job skills and theory in clinical application.

3. You need to replace _____ -- he doesn't do much teaching and when he does he usually tells you something that's wrong. _____ is a very good instructor.

Police Science

1. CVCC taught me many things concerning both the academic world and the real world. I wish CVCC was a four year school. I was always impressed by teachers and equipment used by the school.

2. I am very pleased to be a graduate of CVCC. Thank you for a job which was well done.

3. I am one of the original first students of CVCC. I have not only followed the growth of the college, but have grown with it. I rate the college as very excellent.

4. I had a very pleasart experience while attending CVCC. The majority of instructors appeared to have personal interest in the progress of their students. The administrative personnel never refused to assist in answering questions or helping with record forms which had to be completed. I'm proud of the fact that I am a graduate from CVCC. Rumor supports personal opinion that the CVCC Administration is superior to that found in some other community colleges. I have experienced this myself with another community college. Thank you for your concern, interest, and consideration while I attended your fine establishment of higher learning.

Science

1. I found CVCC to be a very good basis for my college education. Furthermore, communications at the college were quite efficient, especially for a commuter school. I am now attending a commuter university which has been in operation for ten years and their system seems to be less efficient than yours. I've also found the professors and staff to be less hauty and more personable at CVCC, so keep up the good work. I think this research

and planning idea is a good one, but this evaluation sheet could probably be more detailed.

2. It may be a lot to ask, but it would be very helpful if the counselors could be more specific on higher college requirements and what to expect. It seems a lot of people, not from just CVCC but most from community colleges around the state, have a hard time adjusting. I don't believe they are scared enough when they come up here. All in all the counselors were a great help to me and I can suppose they aren't sought out enough.

3. The small size of classes aids immensly to personal contact between teacher and student. The rigor in some areas could possibly be increased.

4. I feel that the counseling area needs much improvement. The counselors need to be more informed on the courses available and the contents of the courses. I feel that they should be more knowledgeable on course requirements and acceptability of these courses by other colleges in this area.

5. I think CVCC is an excellent school and I benefitted very much from my attendance there.

6. I came to MCV for Medical Technology but have not been very successful. I believe that this is due to a weak educational background. I don't feel that I was at all prepared for the difficult courses and heavy workload here at MCV. Therefore, I am planning to return to CVCC (After Xmas) and take the MLT course in hopes of being better prepared when I go on for my B.S. again.

Secretarial Science

1. The educational experience I received at CVCC was one of high quality. I really feel it was worth any time and effort to have aquired such an educational background in as short a period of time of two years that allowed me to find a position in a respectable company that allows for advancement. I find myself as a challenge to myself to apply what I have been taught. During my last year at CVCC the secretarial class had a chance to organize a "Right On" records corporation in which we could relate to how it was on a real job experience. Perhaps this program can be broadened to include up to date and modern work experiences. Also contact several businesses that could help organize this program so that the student can apply what he has learned and answer the question she may have in the back of her mind "Can I really do it?" The secretarial course is one of high quality. I really enjoyed it. CVCC is just as great an institution of higher learning as any four year school. Just the right place for the person who knows what he wants to do and is willing to apply himself in two years what is normally taught in four years.

2. I most sincerely enjoyed my two years at CVCC, and I would like to see this institution receive the academic recognition it so richly deserves. Thank you for making it possible for me to gain a superior background in my chosen field.

CENTRAL VIRGINIA COMMUNITY COLLEGE

LYNCHBURG, VIRGINIA

SURVEY AMONG CVCC's 1976 FORMER STUDENTS

Research Report No. 2-77

Dr. Donald E. Puyear, President

Mr. Ralph W. Brown, Jr.
Coordinator of Research and Planning

Research Report No. 2-77

SURVEY AMONG CVCC's 1976 FORMER STUDENTS

March 1977

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The assistance and cooperation of members of the administrative staff and faculty, clerical personnel, and the College's computer center are recognized and appreciated. Most importantly, the cooperation of the 1976 former students in responding to this survey is sincerely appreciated.

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EXECUTIVE SUMMARY

The 367 curricular students who were in attendance during the Spring Quarter of 1976, but did not return either the Fall Quarter of 1976 or the Winter Quarter of 1977 were surveyed to determine their present employment and educational activities. Additionally, they were requested to express their opinions of selected CVCC experiences. A total of 199 former students (54%) responded to the survey.

Of the 207 former students of University Parallel programs (Associate in Arts and Associate in Science Degree programs), 120 responded (58%).

68.3% are continuing their education

60.0% are attending college full-time
8.3% are attending college part-time

There were 108 former students in Associate in Applied Science (Occupational) Degree programs. Of these, 52 responded (48.2%).

78.8% are employed

53.8% are employed in their field of study
25.0% are employed in other fields

In addition:

11.5% are continuing their education

7.7% are attending college full-time
3.8% are attending college part-time

There were 52 former students in certificate programs. Of these, 27 responded to the survey (52.0%).

77.8% are employed

63.0% are employed in their field of study
14.8% are employed in other fields

In addition :

11.1% are continuing their education on a full-time basis

The responses to the questions regarding their experiences at Central Virginia Community College varied little from group to group, as shown in

the ratings below:

	Shop and Laboratory Instruction	Academic Instruction	Counseling	Faculty Advising	Grading
AA & AS Degree	3.1	3.2	2.7	2.8	3.0
AAS Degree	2.7	3.0	2.4	2.7	3.0
Certificate	2.7	3.2	3.0	3.1	3.1
ALL	3.0	3.2	2.7	2.8	3.0

where 1 = Poor
2 = Fair
3 = Good
4 = Superior

Shop and Laboratory Instruction, Academic Instruction, and Grading all received solid "Good" ratings. Faculty Advising and Counseling were rated slightly lower than "Good".

A more detailed analysis of the results of the survey are included in the body of the report.

This survey is the second of a series of follow-up studies being conducted by the Research and Planning office. The first study, already completed, was a Survey Among CVCC's 1975-76 Graduates. When supplemented by information regarding continuing education and community services participants, these surveys should provide a composite picture of the results of the College's programs during this past year and will be used to facilitate planning for the future.

INTRODUCTION

Central Virginia Community College identified 367 curricular students who were in attendance during the Spring Quarter of 1976, but did not return either the Fall Quarter of 1976 or the Winter Quarter of 1977. This study was conducted to determine whether or not these former students had been successful in terms of employment for the Occupational/Technical students and in terms of transferring to four year colleges and universities for the University Parallel students, and to ask the former students their opinions about selected experiences they had at CVCC.

PURPOSE

The purpose of this study is to determine the recent occupational and/or educational experience of CVCC's 1976 former students and to elicit their opinions about some selected experiences they had at CVCC.

Specifically, an attempt will be made to answer the following research questions:

1. What are you doing at the present time?
   a. Employed in field or in related field
   b. Employed out of field
   c. Transferred to college/university
   d. Returned to CVCC
   e. Serving in the Armed Forces
   f. Homemaker
   g. Unemployed
   h. Other

2. What are your opinions of the following CVCC experiences:
   a. Shop and laboratory instruction
   b. Academic instruction
   c. Counseling
   d. Advice given by faculty advisors
   e. Evaluation of your performance by instructors

PROCEDURE

A survey instrument that had previously been used for a Survey Among CVCC's 1975-76 Graduates by Puyear and Brown was modified very slightly for use in this study. The major change was the deletion of the category for program completion and the date of graduation with this being replaced by the name of the curriculum and credits completed by the former student.

The survey instrument is shown in Appendix A -- Central Virginia Community - Survey of CVCC's Former Students. A time schedule for conducting this follow-up study for 1976 former students was developed as follows:

Time Schedule

Event	Date	Time Interval
1. Initial Mailing	2/8/77	-----
2. Follow-up letter with questionnaire	2/22/77	3 weeks
3. Analyze results	3/15/77	1 week
4. Prepare and publish preliminary report	3/22/77	1 week

A copy of the survey instrument along with a cover letter (Appendix B) and an addressed postage paid envelope was mailed on February 8, 1977 to the 367 former students. Subsequently, after receiving responses from approximately 30% of the former students, a follow-up questionnaire along with a cover letter (Appendix C) and an addressed postage paid envelope was mailed on February 23, 1977. The second mailing increased the response rate from 30% to 54% (199 out of 367).

LIMITATIONS

The population of this study was limited to those former students who met the following criteria:

a. Enrolled as a curricular student during the Spring 1976 quarter.
b. Completed at least 40% of the program requirements(course credits), but had not graduated.
c. Not enrolled either the Fall 1976 quarter or the Winter 1977 quarter.
d. In good academic standing at the time of last enrollment(Spring 1976).

Because of the above criteria some of CVCC's programs are not represented in the population identified. Fourteen out of 17 AAS Degree programs, 8 out of 18 Certificate and Diploma programs, and 6 out of 6 AA and AS Degree programs, for a total of 28 out of 41 programs are represented in this study.

The number of former students and consequently the potential number of respondents was quite small for some programs. Therefore, the results for these programs are probably not representative. However, when the results are combined by type of award, sex, and total respondents, the response rate exceeds 50% in all cases except for the AAS Degree programs where the response rate is 48% (52 out of 108).

RESULTS

Univeristy Parallel Programs. There were 120 respondents out of 207 former students (58.0%) of the Associate in Arts (AA) and Associate in Science (AS) degree programs. An analysis of their responses to the survey questionnaire indicates the following:

68.3% are continuing their education
60.0% transferred on a full-time basis
8.3% transferred on a part-time basis

Employment data indicates that 43.3% are employed, 33.3% full-time and 10.0% part-time. Three and three tenths percent indicated they were homemakers, while 4.2% reported they were unemployed.

Occupational Degree Programs. There were 52 respondents out of 108 former students (48.2%) in the Associate in Applied Science (AAS) degree programs. An analysis of their responses indicates the following:

78.8% are employed

51.9% employed full-time in their field
1.9% employed part-time in their field
53.8% total employed in their field

23.1% employed full-time out of their field
1.9% employed part-time out of their field
25.0% total employed out of their field

Three and eight tenths percent indicated they were homemakers, while 11.5% reported they were unemployed. A number of these AAS former students also indicated they were continuing their education as follows:

7.7% transferred on a full-time basis
3.8% transferred on a part-time basis
11.5% total transferred

Certificate Programs. There were 52 former students identified in 8 certificate programs. Twenty-seven of the 52 former students responded (52.0%). An analysis of their employment data revealed the following:

77.8% are employed

51.9% employed full-time in their field
11.1% employed part-time in their field
63.0% total employed in their field

11.1% employed full-time out of their field
3.7% employed part-time out of their field
14.8% total employed out of their field

Eleven and one tenth percent indicated they were homemakers, while 11.1% reported they were unemployed. Also, 11.1% indicated that they were continuing their education on a full-time basis.

Overall. The tables that follow show data for various subsets of the respondents by all respondents, type of award, employment, education, sex, and day or night status. The data indicates sex, day or night student, employment full-time or part-time in or out of their field, further education full-time or part-time, military status, homemaker status, unemployment, and evaluation of shop and laboratory instruction, academic instruction, counseling, advice given by faculty advisors, and evaluation of student performance by instructors. The evaluation responses were rated on a scale of 1 to 4 with 1=poor, 2=fair, 3=good, and 4=superior. The overall rating was 3.0 for shop and laboratory instruction, 3.2 for academic instruction, 2.7 for counseling, 2.8 for advice given by faculty advisors, and 3.0 for evaluation of your performance by instructors.

In addition to the information in the following tables each former student was asked to write comments on the reverse side of their questionnaire. Thirty-nine of the 199 respondents (19.6%) wrote comments on their questionnaires. Appendix D contains these comments listed alphabetically by program. The names of individuals appearing in the comments have been deleted.

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

ALL STUDENTS
367 IN GROUP
199 RESPONDED (54.3 PER CENT)

SEX		TIME		EMPLOYED: IN FIELD FT	IN FIELD PT	IN FIELD TOT	IN FIELD PCT	OUT OF FIELD FT	OUT OF FIELD PT	OUT OF FIELD TOT	OUT OF FIELD PCT	TOTAL N	TOTAL PCT	UNEMPLOYED: SEEKING N	SEEKING PCT	NOT SEEKING N	NOT SEEKING PCT	TOTAL N	TOTAL PCT
M	F	DAY	NITE																
110	89	144	32	58	7	65	32.7	38	11	49	24.6	114	57.3	14	7.0	0	0.0	14	7.0

IN COLLEGE: TRANSFER FT	TRANSFER PT	TRANSFER TOT	TRANSFER PCT	AT C V C C FT	AT C V C C PT	AT C V C C TOT	AT C V C C PCT	TOTAL N	TOTAL PCT	ARMED FORCES N	ARMED FORCES PCT	HOME MAKER N	HOME MAKER PCT	OTHER N	OTHER PCT
79	12	91	45.7	0	0	0	0.0	91	45.7	1	0.5	9	4.5	3	1.5

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.2	2.7	2.8	3.0

5

****

82

83

Table 1

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

STUDENTS IN UNIV PARALLEL PROG (AA + AS)
207 IN GROUP
120 RESPONDED (58.0 PER CENT)

SEX		TIME		EMPLOYED: IN FIELD				EMPLOYED: OUT OF FIELD				EMPLOYED: TOTAL		UNEMPLOYED: SEEKING		UNEMPLOYED: NOT SEEKING		UNEMPLOYED: TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
61	59	94	13	17	3	20	16.7	23	9	32	26.7	52	43.3	5	4.2	0	0.0	5	4.2

IN COLLEGE: TRANSFER				IN COLLEGE: AT C V C C				IN COLLEGE: TOTAL		ARMED FORCES		HOME MAKER		OTHER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
72	10	82	68.3	0	0	0	0.0	82	68.3	1	0.8	4	3.3	2	1.7

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.2	2.7	2.8	3.0

****

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

STUDENTS IN OCCUP DEGREE PROG (AAS)
108 IN GROUP
52 RESPONDED (48.2 PER CENT)

SEX		TIME		EMPLOYED: IN FIELD				EMPLOYED: OUT OF FIELD				EMPLOYED: TOTAL		UNEMPLOYED: SEEKING		UNEMPLOYED: NOT SEEKING		UNEMPLOYED: TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
38	14	32	13	27	1	28	53.8	12	1	13	25.0	41	78.8	6	11.5	0	0.0	6	11.5

IN COLLEGE: TRANSFER				IN COLLEGE: AT C V C C				IN COLLEGE: TOTAL		ARMED FORCES		HOME MAKER		OTHER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
4	2	6	11.5	0	0	0	0.0	6	11.5	0	0.0	2	3.8	1	1.9

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.7	3.0	2.4	2.7	3.0

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

STUDENTS IN NON-DEGREE PROGRAMS (CERT)
52 IN GROUP
27 RESPONDED (52.0 PER CENT)

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
11	16	18	6	14	3	17	63.0	3	1	4	14.8	21	77.8	3	11.1	0	0.0	3	11.1

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
3	0	3	11.1	0	0	0	0.0	3	11.1	0	0.0	3	11.1	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.7	3.2	3.0	3.1	3.1

****

Table 3

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

DAY STUDENT
144 RESPONDED

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
71	73	144	0	33	5	38	26.4	23	9	32	22.2	70	48.6	13	9.0	0	0.0	13	9.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
67	6	73	50.7	0	0	0	0.0	73	50.7	1	0.7	8	5.6	3	2.1

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.2	2.7	2.8	3.1

****

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

EVENING STUDENT
32 RESPONDED

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
27	5	0	32	19	0	19	59.4	12	0	12	37.5	31	96.9	0	0.0	0	0.0	0	0.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
2	5	7	21.9	0	0	0	0.0	7	21.9	0	0.0	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.1	2.6	2.7	2.9

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

MALE STUDENTS
207 IN GROUP
110 RESPONDED (53.2 PER CENT)

SEX		TIME		EMPLOYED: IN FIELD				EMPLOYED: OUT OF FIELD				EMPLOYED: TOTAL		UNEMPLOYED: SEEKING		UNEMPLOYED: NOT SEEKING		UNEMPLOYED: TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
110	0	71	27	36	4	40	36.4	29	4	33	30.0	73	66.4	8	7.3	0	0.0	8	7.3

IN COLLEGE: TRANSFER				IN COLLEGE: AT C V C C				IN COLLEGE: TOTAL		ARMED FORCES		HOME MAKER		OTHER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
34	6	40	36.4	0	0	0	0.0	40	36.4	1	0.9	0	0.0	1	0.9

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.1	2.9	2.7	2.9

****

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

FEMALE STUDENTS
160 IN GROUP
89 RESPONDED (55.7 PER CENT)

SEX		TIME		EMPLOYED: IN FIELD				EMPLOYED: OUT OF FIELD				EMPLOYED: TOTAL		UNEMPLOYED: SEEKING		UNEMPLOYED: NOT SEEKING		UNEMPLOYED: TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
0	89	73	5	22	3	25	28.1	9	7	16	18.0	41	46.1	6	6.7	0	0.0	6	6.7

IN COLLEGE: TRANSFER				IN COLLEGE: AT C V C C				IN COLLEGE: TOTAL		ARMED FORCES		HOME MAKER		OTHER	
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
45	6	51	57.3	0	0	0	0.0	51	57.3	0	0.0	9	10.1	2	2.2

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.1	3.3	2.9	2.9	3.1

Table 5

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

EMPLOYED FULL-TIME IN FIELD OF STUDY
58 RESPONDED

SEX		TIME		EMPLOYED										UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
36	22	33	19	58	0	58	100.0	0	0	0	0.0	58	100.0	0	0.0	0	0.0	0	0.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
0	6	6	10.3	0	0	0	0.0	6	10.3	0	0.0	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.9	3.1	2.8	2.8	2.9

****

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

EMPLOYED PART-TIME IN FIELD OF STUDY
7 RESPONDED

SEX		TIME		EMPLOYED										UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
4	3	5	0	0	7	7	100.0	0	0	0	0.0	7	100.0	0	0.0	0	0.0	0	0.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
3	0	3	42.9	0	0	0	0.0	3	42.9	0	0.0	1	14.3	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.0	3.0	2.9	2.3	3.0

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

EMPLOYED FULL-TIME NOT IN FIELD OF STUDY
38 RESPONDED

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
29	9	23	12	0	0	0	0.0	38	0	38	100.0	38	100.0	0	0.0	0	0.0	0	0.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
2	2	4	10.5	0	0	0	0.0	4	10.5	1	2.6	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
2.8	3.1	2.5	2.8	2.8

****

C V C C - SURVEY OF SP 1976 STUDENTS NOT RETURNING IN 1977

EMPLOYED PART-TIME NOT IN FIELD OF STUDY
11 RESPONDED

SEX		TIME		EMPLOYED								UNEMPLOYED					
				IN FIELD				OUT OF FIELD				TOTAL		SEEKING		NOT SEEKING		TOTAL	
M	F	DAY	NITE	FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
4	7	9	0	0	0	0	0.0	0	11	11	100.0	11	100.0	0	0.0	0	0.0	0	0.0

IN COLLEGE										ARMED FORCES		HOME MAKER		OTHER	
TRANSFER				AT C V C C				TOTAL							
FT	PT	TOT	PCT	FT	PT	TOT	PCT	N	PCT	N	PCT	N	PCT	N	PCT
7	2	9	81.8	0	0	0	0.0	9	81.8	0	0.0	0	0.0	0	0.0

EVALUATION

SHOP	ACADEMIC	COUNSEL	FAC ADV	GRADING
3.3	3.2	3.1	3.3	3.0

Table 7